

## Pupil premium strategy – Upperwood Academy 2019 - 2020

1. Summary information					
School	Upperwood Academy				
Academic Year	2019-2020	Total PP budget	£114,840	Date of most recent PP Review	n/a
Total number of pupils	314	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (Upperwood Academy)</i>	<i>Pupils not eligible for PP (school and national 2019)</i>
% achieving expected standard or above in Reading, Writing & Maths	<b>58.3%</b>	<b>64.8%</b> <i>Disadvantaged: 51.2%</i> <i>Non-disadvantaged: 70.7%</i>
Progress measure in Reading 2018-2019	<b>1.84</b>	<b>1.75</b> National average all: 0.03 School all: 1.78
Progress measure in Writing 2018 2019	<b>1.54</b>	<b>1.68</b> National average all: 0.03 School all: 1.78
Progress measure in Mathematics 2018 2019	<b>0.35</b>	<b>3.52</b> National average all: 0.03 School all: 2.69

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Pupils enter school with poor language skills and knowledge of letter sounds; this impacts on the expected progress rates made in phonics and reading in FS and KS1.	
<b>B.</b>	Social and emotional needs of identified PP children across school negatively affects their learning and social times thus having a negative impact on their progress.	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Persistent absenteeism, school attendance 96% 2019.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Narrow the gap in attainment between all pupils and disadvantaged in Maths. (2019: National 105.1 School Disadvantaged 102.2)	Gap narrowed between school disadvantaged and national.
<b>B.</b>	Narrow the gap in attainment between all pupils and disadvantaged pupils in achieving combined expected standard. (2019: Disadvantaged: 58.3% Non-disadvantaged: 97.1%)	Gap narrowed between school disadvantaged and national.

Planned expenditure					
Academic year	2019 - 2020				
Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?
Additional teaching resources allocated to Year 6.	Additional resources will improve quality of first wave teaching with a particular focus on PP children.	Small class sizes and groups impact on rates of progress through quality teaching and quality of feedback to improve pupil outcomes. £class teacher x 1	Monitoring strategies. Monitoring pupil progress.	FS/LR JA/GZ	Termly intervals.
Additional teaching resources allocated to phonics teaching.	70% + Y1 phonics screening for PP children.	Small class sizes and groups impact on rates of progress through quality teaching and quality of feedback to improve pupil outcomes. £TA costs	Monitoring strategies. 6-7 weekly phonics screening.	KC Support staff	Every 6-7 weeks.
CPD and quality resources to support quality first teaching of Reading to small groups of disadvantaged pupils. (Reading Rocketeers)	Progress in reading for all Reading Rocketeers children measured through YARC/NFER assessments.	Small group sizes with same adults delivering intervention ensures continuity and quality. 2018-2019 evidences impact of Reading Rocketeers.  £TA cost x 3 for 30 mins per day	Monitoring strategies. Half termly assessments.	AC LH/SC/CB	Every 6-8 weeks.
<b>Total budgeted cost</b>					£50,000

<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral team in place to support vulnerable pupils including PP with nurture provision/ academic support.	Vulnerable PP children progress and attain in line with peers. Vulnerable PP children access social and emotional support.	To support vulnerable pupils who need intervention to help social development, as well as additional support in the classroom. Impact of 2018- 2019 pastoral team indicates that this provision is essential to support our pupils.  £79,400 – 3 x staff	Monitoring including weekly meetings, impact on individuals, as well as reduced number of detentions/ incidents.	AM/LW/JC	Ongoing.
Additional apprentices to support teaching and learning in Foundation Stage including delivery of phonics.	PP children achieving GLD above national.	Identified that PP children entering FS are not attaining as well as their peers. Additional practitioner will allow greater level of support for children to achieve GLD.  £10, 245 – 2 x staff	Monitoring strategies.	PH	Termly.
Additional teaching resources to support teaching and learning through intervention in Reading.	Vulnerable PP children progress and attain in Reading in line with peers.	Impact of Echo reading intervention and use of YARC diagnostic assessment tool indicates positive levels of progress impacting on attainment for PP children.  £TA costs x 4	Monitoring strategies.	AC/KC Support staff.	Termly.
<b>Total budgeted cost</b>					£60,385

<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance officer established to support attendance of disadvantaged pupils using analysis of attendance information.	Increased attendance %. Regular meetings. EWO involvement. Targeted support for families.	Attendance officer role will have designated time to ensure policy is adhered to for all pupils.  £office staff cost	AB to oversee.	JB/AB	Half termly.
Additional class cover to support SEND leader to provide high quality support to pupils and families through EHA, Social Care and external agency support.	Vulnerable pupils have relevant quality intervention established. Vulnerable families are liaised with and targeted with or signposted to relevant support. SEND lead has regular access and contact with involved external agencies.	Increased capacity will impact on expectations and evolving role.  £additional day supply cover	Impact of KH role.	KH/AB	Half termly.

Broader curriculum opportunities are offered for PP children.	School visits are accessed by all pupils.	EEF studies evidence impact of additional opportunities including residential visits to have a wider impact on pupils ability to self-regulate which impacts on learning.  £ongoing according to need	AB/AC to monitr access and provision.	AC/AB	Ongoing.
Access to breakfast club for vulnerable PP children.	Breakfast club vulnerable PP children without cost.	Evidence that children learn better after breakfast is widespread.	AB Breakfast club	AB	Termly.
<b>Total budgeted cost</b>					<b>£4,600</b>

Previous year aims and outcomes	
Aims	Outcomes
<p><b>ORACY</b></p> <ul style="list-style-type: none"> <li>Targeted small group phonic teaching as well as targeted intervention for PP children to ensure Y1 phonics screening above national.</li> <li>Management time for Assistant Head to monitor quality of teaching in phonics and early reading.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics attainment data for Y1 Pupil Premium: 91% (all 88%) (11/43)</li> <li>Phonics attainment data for Y2 Pupil Premium: 100% (all 100%) (2)</li> </ul>
<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Small groupings in EYFS for writing and number intervention to impact on GLD.</li> <li>Pupil Premium children identified as 'below' in baseline to access daily targeted intervention on GPCs.</li> <li>Implement Welcomm communication and language intervention to Pupil Premium children identified on Baseline as 'below.'</li> </ul>	<ul style="list-style-type: none"> <li>GLD for Pupil Premium: 67% (all 75%)</li> <li>Improved levels through Phonics stages in preparation for 2019 2020.</li> <li>All children complete Welcomm programm.</li> </ul>
<p><b>Y6 ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>Small class sizes and increased TA support to impact on progress.</li> <li>1:1 Tuition after school and Easter school.</li> <li>Supplementary materials to support Y6 SAT preparation in Reading and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Combined attainment at end of KS2 in RWM 89%.</li> </ul>
<p><b>SEMH PROVISION</b></p> <ul style="list-style-type: none"> <li>Pastoral roles available to provide support to Pupil Premium children.</li> <li>Nurture provision and additional targeted intervention for Pupil Premium children.</li> </ul>	<ul style="list-style-type: none"> <li>Roles impact widely across school for individuals and groups.</li> <li>Work has now extended more widely into classrooms with additional resources available to pupils with SEMH needs.</li> <li>Reduced number of children identified.</li> </ul>
<p><b>BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>Lunchtime club available to support behaviour and provide a structure to support behaviour and enable a proactive approach.</li> <li>Behaviour lead appointed to proactively target behaviour and deal with negative behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime club attended by many Pupil Premium children daily.</li> <li>Behaviour is improved across school evidenced by pupil questionnaire.</li> <li>Reduced number of detentions.</li> </ul>
<p><b>PUNCTUALITY</b></p> <ul style="list-style-type: none"> <li>Attendance officer appointed.</li> <li>Pupil Premium children access breakfast club free of charge.</li> </ul>	<ul style="list-style-type: none"> <li>Improved persistent lates from previous academic year.</li> </ul>